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The Modern High School and its Library

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The Modern High School and Its Library

By

ANDREW P. HILL, Jr.

Reprinted from THE NATION'S SCHOOLS, *March, 1930*

THE UNIVERSITY OF BRITISH COLUMBIA LIBRARY

CHICAGO
American Library Association
1930

PUBLISHER'S PREFACE

Because of its progressive attitude, its convincing recognition of the intimate relationship existing between the well organized library and the work of the school, and also because of its excellent advice on the practical details of school library planning, the American Library Association has reprinted this article, on the recommendation of the chairman of its Education Committee.

Mr. Hill is an architect with an unusual grasp of the school man's and the school librarian's problems, and his treatment will be of especial significance to those planning large senior high school or junior college libraries. On only one point is it likely that the opinion of many librarians will be at variance with his, and that is in his statement of the impossibility of running a separate library and study hall. Some librarians, at least, believe that because of personnel, function, and organization these rooms should be separate. The case is clearly set forth by Lucile Fargo in her book, *The library in the school.*

The Modern High School and Its Library

For those progressive educators who recognize the potentialities of the library in the educational scheme, the essentials of library organization, planning and equipment are here discussed

By ANDREW P. HILL, Jr., Chief, Division of Schoolhouse Planning, California State Department of Education, Sacramento

COMPETITIVELY speaking, no nation is better than its schools. This basic theory is recognized in most parts of the United States by compulsory education laws, child labor laws and part-time cooperative educational programs. Under these regulations the nation recognizes a personal responsibility to each future citizen, and tries to help him find his most useful niche in life. As a result, education has had to assume the burden of each child's education in fundamentals, and his further development into civic and vocational usefulness.

The library is the school's most cogent tool in ministering to these individual differences. No single step towards progressive education can be taken as easily and as safely as library organization. The library brings every diversification of information to the child. Let him read and think and he becomes alert and independent. Force him into a standard curriculum ruled over by the self-sufficient textbook, and he becomes stolid and quiescent, gibbering his memorized words and phrases to earn the inevitable "mark."

The need of the library is well recognized by modern educators. After the mechanics of reading are mastered, children become good readers by reading. Reading ability and a wish to read may be developed only when a profusion of books on a variety of subjects is at hand. In this way each pupil is appealed to through his natural or developed interests. This improvement of the mechanics of reading, however, is subsidiary in importance to the development of the child as an individual. Every modern educational ideal cen-

The library of the Pomona High School, Pomona, Calif.

ters about the pupil as an independent personality. And in encompassing this end, the library alone, of all forces within the school, stands supreme.

A library is not constituted by a name printed over a door or by shelving along a wall. It is an organization potent with educational possibility. I have seen high school libraries with less than a hundred volumes—books that have never been catalogued, books that are locked up, and open, unsupervised cases, where books are destroyed by careless and disrespectful usage or are stolen outright. I have seen libraries with poor ventilation, insufficient light, filthy oiled floors, dingy walls and woodwork, flimsy and crowded furniture and a woeful lack of space and facilities for receiving, mending, cataloguing or circulating books.

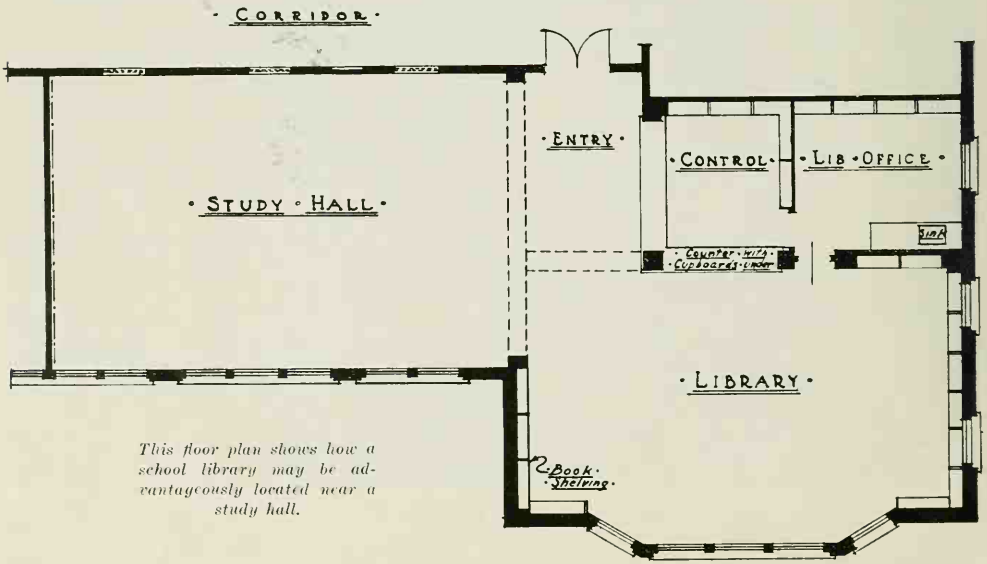
These are not libraries. They are pitiful makeshifts, carelessly planned by some school official who has little realization of what library opportunity means. One cannot but feel that a poorly equipped library is at least a partial reflection on the principal's ability to imagine its real potentialities. An ostrich, it is said, hides his head in a hole and feels safe when the enemy is no longer seen. It is easy to label a room, "Library," equip it with a self-closing door and thus blind oneself to its inefficiencies. Progress, however, is never made by avoiding a fundamental problem, and an educator with a makeshift library is as conspicuous and relatively as foolish looking as an ostrich who hides his head in the sand.

The truth is, library organization must be approached with perspicacity and circumspection. Like all progressive steps its accomplishment demands time and often stirs up trouble. A change in the faculty may be necessary. Repair of or addition to the school plant is a foregone conclusion. Then there are the furniture and equipment to be considered. These suggest the following five essentials for library organization: a trained librarian; an effective library organization; a well planned library; adequate, standard library equipment; books.

The Score Card for School Libraries that was developed from data obtained under the leadership of the American Library Association attempts to evaluate library facilities under five general heads as follows: library service through the librarian; service through use of the library; service through the book collection; maintenance and control; service through library room and equipment.

While this score is by no means complete, it is eminently suggestive, and no school library should be planned without using it or similar data as a check. For effective use, the score should be published, accompanied by an explanatory manual. The "explanation" published in connection with the score card in the 1928 Library Year Book[1], has a good deal of the material necessary for such a manual which could easily be made available for use.

[1] School Library Year Book No. 2. Educ. Com. Amer. Lib. Assn., Amer. Lib. Assn., Chicago, 1928.



This floor plan shows how a school library may be advantageously located near a study hall.

A well equipped library is that of the Santa Monica High School, Santa Monica, Calif.

One of the first steps necessary for the formation of a library is the employment of a librarian. Teachers are not librarians. Librarians have been trained in library organization and management. They will require a standard of library organization and deportment. Where six or eight teachers "sit" in the library for a period a day, the school does not and cannot have library service. No one is responsible for the room under these conditions, and no one can be.

The business of the librarian is threefold. She must organize the work so that books are easily available. She must routinize the details of her work efficiently. She must be free, or have trained assistants available, for pupil leadership. In junior high schools, pupil guidance is of major importance. If effective here, its need should decrease a little in importance as the pupil progresses through high school and junior college.

The librarian should never become the textbook clerk. Clerks can be had for such work at clerks' wages. The burden of ordering, cataloguing, circulating, mending and binding, necessary in any library, is in itself an undesirable but unavoidable interference with the librarian's time for leadership. Shouldering textbook care and distribution upon her is an additional interference to be avoided because it makes a clerk of the librarian, it disturbs her work as a leader, it demands usable and needed shelf room and it takes the librarian out of the library, with resultant disciplinary troubles.

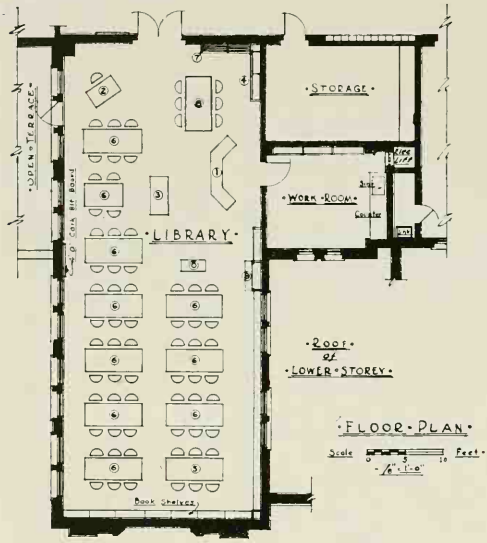
In addition to training in the technicalities of library management, the school librarian should have a technical appreciation of her relationship to the teaching processes involved. In order that this may be unbiased, it is desirable organizationally that the library be a separate department rather than a part of the English, classics or liberal arts departments. These factors suggest the three major objectives to be met in selecting and employing librarians: (1) professional library training; (2) professional educational preparation; (3) administrative freedom.

Outstanding problems that are closely interwoven with the process of library organization are those that deal with book availability and care. These problems may be classified as follows:

1. Book availability for groups who cannot come into the library, such as classes in various rooms conducted on the recitation-supervised study plan, and for departmental libraries that need reference material at the place where work is being done. The usual book withdrawal machinery must be considered also.

2. Quick efficient book service for patrons using the library. The usual organizational

schemes are the separation of the library counter or rooms into service in limited fields of information, the organization of the reserve book room, controlled by a turnstile or otherwise, into which pupils may go and work directly from the shelves of specially collected reference material, the adaptation of special mechanical devices for speed in receiving and disbursing books, such as the book chute and the book trough, and the organization of special tables, rooms or nooks, where teachers or advanced pupils may have continued undisturbed access to library facilities,



1 is the charging counter; 2, the librarian's desk; 3, display case; 4, expensive books; 5, faculty table; 6, students' table; 7, magazine rack; 8, card index; 9, reference case.

usually accomplished through small private study rooms or stack "carrels."

3. Professional library service as to organization for speed and efficiency, automatic checks on books, intelligent and sympathetic consultations with departments over reference materials and personal consultations with pupils.

Two of these items, the book trough and the book chute, may need explanation. The trough is a light V-shaped wooden contrivance into which reference books for a room may be placed for delivery. Some schools use the troughs on a stand or table, in place of book shelves.

The purpose of the book chute is to facilitate the sorting of reserve books, making them immediately available for the pupils of the period following their use. The returned books are slipped into slots which lead by chutes to sorting tables. Clerks seated at the sorting tables return the charge cards and rack the books by subject on shelving directly above them. These racks are convenient to the charging desk, and as soon as the books reach the shelf they are at once available for recirculation. Librarians cling to the use of the charging desk because it eliminates all possibilities of unidentified book mutilation or theft.

The Study Hall and the Library

These contrivances are a recognition of the fundamental impossibility of running a separate library and study hall. Attention is called to the fact that working in a library is studying. The library exists in the school that pupils may gradually develop independent study habits. There is a marked tendency to-day to separate the library and the study hall. Such a policy is educational suicide. These rooms must remain one in fact, by juxtaposition and connection, or by carrying the books to the study area, as in the case of the recitation-supervised study period. Actual separation of these two rooms usually results in textbook education and in smaller schools the library is often locked up because the school cannot afford to run a library and a study hall or because pupils excused from the study hall to the library do not behave well in the corridors. In colleges and universities, the library is the study hall. In many of our most successful small high schools the study hall has been happily omitted and all progressive elementary teachers attempt to bring reference material into the classroom (study hall) itself. Every educational consideration leads us to plead for a library-study hall unit.

The library-study hall unit has been frequently criticised on the following counts: It crowds the library and encourages disorder; it makes a disciplinarian out of the librarian; it results in book thievery; it congests the charging desk; it is noisy; grit and dust are tracked into the room with consequent injury to the books. All these criticisms, however, have to do with management. They contain no fundamental denial of the educational principles stated, all of which are successfully applied every day in both public and school libraries by proper anticipation and organization.

A crowded library is a concrete warning that larger facilities are needed. Room for expansion should always be provided in the original plans. Disciplinary problems arise from poor control, poor room layout, an insufficient library force, noisy floors, reverberating walls, poor organization at the charging table or crowded seating. Thievery may be eliminated or greatly reduced

by keeping the entrances and exits under control, by reserve book stacks or rooms, by properly catalogued books, by fines for delinquencies and by closed stacks in whole or in part if conditions demand it. A congested charging desk may be relieved by additional counter space and more clerks, by segregated places for drawing reserved books such as English, science or history, by separate turnstile controlled reserve book reading areas or by book chutes and sorting shelves. Noise may be eliminated by cork linoleum, by first-class automatic furniture, by acoustically treated walls, by a quiet exposure and by vestibuled entrances.

The schemes and devices that have been listed suggest a second set of arrangements demanded for efficient organization. We have discussed the primal aspects of book circulation and care. We now list some of the minor but essential requirements of library organization. These are divided into the several topics they seem to fall under naturally: the organization of the library as a cultural center—bulletin board space for the display of artistic prints and posters, the use of paintings and statuary as decorative elements and display cases for interesting collections; public convenience and the library—a central, convenient location, toilets for each sex and adequate facilities for umbrellas, rubbers, coats, hats and extra books; provisions for the receiving and care of books—convenient delivery to the librarian's workroom or rooms, space to open crates and to catalogue books, space for book catalogues and desk where book orders can be made out and space and facilities for book repair.

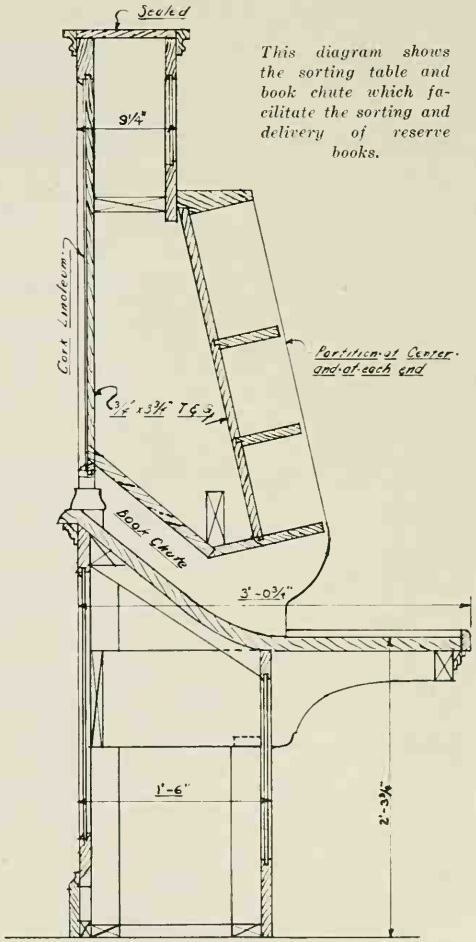
Providing Display Space

Display space is often provided all around the library, for tacking up prints and posters. In large high school libraries or high school-junior college layouts, the charging room is often designed to be an art center and special art display rooms are provided. Mottoes, decorations, statues and pictures are desirable in all types of school libraries for their cultural effect. They may be effectively used by the architect in any of the public rooms. Display cases are always a part of any art display room. In small libraries display cases may dwindle to one case in the library, but the example of systematic collections should always be kept before the pupils.

There is little need to discuss the requirement of public conveniences near the library. In a small school in which pupils' lockers or cloak rooms are available at all times, special cloak rooms are not a problem. When the library becomes a separate building, however, a vestibule connecting with cloak room and toilet facilities becomes essential. Incidentally, a vestibule is a needed buffer against confusion and noise.

Libraries in schools of 500 or more will be handicapped without adequate facilities for the receiving and uncrating of books. Delivery wagons should be able to back up to a receiving room door. In schools of 2,000 pupils or less, this room may be a general place for the reception of all bulk deliveries. But it should connect by door, stair or lift to the librarian's cataloguing room. The working facilities of a library will vary from one small workroom-office, to the elaborate accommodations shown in the accompanying illustration of a high school-junior college library.

The architectural problems of library planning



This diagram shows the sorting table and book chute which facilitate the sorting and delivery of reserve books.

deal with size and type, construction, adaptability, comfort, arrangement and esthetic effect. We have already discussed these items in a general way. We shall approach them now in a more detailed manner, considering the information an architect would need to plan intelligently.

Four general types of high school libraries are in vogue to-day. They may be classified as the junior high school library, the small rural high school library, the urban high school library and the high school-junior college library. Each of these must be in some manner a functional expression of the fundamental library needs we have just discussed. In addition each must be an interpretation of the special school situation it represents.

The characteristics of the junior high school type are open stacks, real librarians' service, good study supervision and a wealth of material. The library should always be the study hall or should connect with the study hall. The studying done under supervision in the classroom period, of course, offers an exception.

The small rural high school should always be a unit, with a trained librarian in general charge and pupil assistants. This is the only way to secure adequate organization and the preservation and binding of current magazines.

The urban high school library, because of the large number of pupils housed per period, usually has one or more study rooms near the library. Sometimes it divides itself into general and special rooms.

The high school-junior college type is nearly always a collection of specialized rooms. The charging room, the main reading room, the bound magazine and reference room, reserve book reading rooms, stacks, offices, seminars and exhibit rooms are commonly found.

The advent of the sixty minute recitation supervised study period has affected these various types by lessening the load per period and by requiring space and apparatus for continually collecting and disbursing to the various classroom study areas. Storage for extra book wagons and book troughs and extra work space in the stacks are characteristic needs.

When the enrollment is known, rough estimates of the seating capacity needed may be made. From a partial compilation of conditions in California high schools we have devised the accompanying table, which we use as a check against the space allotments made by architects.

These figures are by no means conclusive but they are indicative of present field conditions, which have great fluctuation in maximum loads due to freak programing and to too little actual study time in school. Since the miscellaneous group represents those using the library only, it is a fair field gauge of library use. It is interesting to note that this approximates the N. E. A.'s Standard Library Organization and Equipment Report,[1] which advocates 10 to 15 per cent of the average daily attendance in library seating, 10 per cent for small schools and 6 to 10 per cent for high schools of 2,000 or more. From these data the total minimum seats for library and study hall, or the need in the library alone, can be computed.

There is some variance in the number of books needed per pupil. This has been estimated at various times at five, six, eight and ten, and the last figure is undoubtedly not exorbitant. Shelf space approaching this figure, with ample room for growth, should be provided. For a rough estimate of the total space needed, the practice is to allow twenty-five square feet per reader. This allows for an ordinarily complete system of accommodation and service.

Fireproof or semifireproof construction is desirable. Libraries house a costly investment. The type of structure should be discussed in this light, and a class of building required that cuts fire risks down as much as funds permit. Every library should be capable of future extension. In small schools this may be provided for by adjacent classroom areas into which the library-study hall can spread. In large schools, growth is best

Table Showing the Relationship of Pupils in Library and Study Hall to the State Enrollment in Fifty California High Schools

Size of School	*Eight Period Program*	*Supervised Study (Six periods)*	*Percent Maximum Load Is of Enrollment*	*Percent Average Load Is of Enrollment*
40 to 200	v		36 to 45	25
201 to 500	v		About 25	20
501 to 1000	v		About 22	16
1000 and up	v		About 18	11
Miscellaneous group		v	About 17 (Library only)	10 (Library only)

[1] C. C. Certain, (Chairman) National Education Association, Report of Committee on Library Organization and Equipment, 1916.

The library of the Glendale Union High School, Glendale, Calif.

accommodated by removable filler walls in the ends of the main rooms or by a growth in specialized rooms, tended to relieve the load on the main reading room.

Adaptability of the library is too often directly dictated to by the general architectural scheme. When a general style is adopted, it is desirable, of course, to maintain it, but when the library must be designed exteriorly to match some other unit of a balanced plan, havoc is often played with the amount of light, the exposure and the interior arrangement. Libraries are individual in nature and are absolutely dependent on functional arrangement for their effectiveness. To this end, they should be kept free from the limiting dictates of the balanced plan. When allowing for the growth of a school library building, it is desirable that the front façade be planned in the original unit. Permanent approach walks and landscaping are then possible and extensions can be made in the rear without disturbing the permanency of the original façade.

The materials used by the architect should be carefully selected for their adaptability to library needs. Some of the qualities required are: sound deadened walls; quiet rooms; heat insulated walls and roof; a quiet flooring; fireproofness; long wearability.

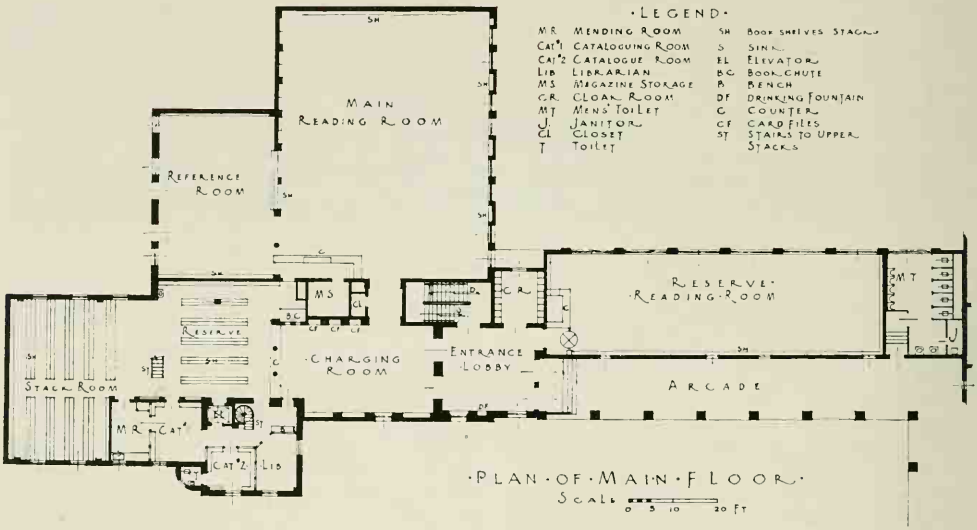
The comfort of the patrons is partially assured by these requirements, and by such other standards as: quiet exposure; an exposure protected from dust and grit; ideal natural light, with adequate natural ventilation and durable window operators; ideal artificial light, with circuits arranged to light the inner side of the room only, if necessary; effective mechanical ventilation.

Every library plan should indicate functions and should plot the furniture in the room or rooms. Unless this is done, no adequate check of the plans can be made. It is fundamentally important that school libraries be simply arranged. Since school finance does not permit an overabundant executive force, administration by a minimum staff is necessary.

Library light should be carefully planned. In volume it should equal about one-fifth of the floor area, perhaps one-sixth in Southern climes. Bookcases are usually desired all about the room. For this reason the sills of library windows are often six or seven feet above the floor. This high light is particularly desirable, but problems of shade control and window operation arise as a result of it. Shades should be installed to pull from the bottom upwards and are usually installed at two or three intervals on the long vertical window openings. Often venetian blinds are a solution. Window operators are usually chased into the wall and their gears and shafts covered over with finish construction. A removable crank is the usual means of operation. The operation

of windows by pole is undesirable. Such operation is noisy, inconvenient and dangerous to the glazing.

Great care should be taken to be sure the library meets modern standards of heating and ventilation. Clean, moist air at a moderate temperature is essential to study All the problems of arrangement previously discussed are also the architect's concern. When these are solved he is free to consider his esthetic problem. In the small high school, this is largely a problem in interior design and frequently adequate funds are lacking. It is the architect's responsibility to create a room of dignity, refinement and beauty.



In a simple way it should be an apt expression of the cultural idea. Flimsiness, gaudiness or overdecoration have no place here, and the architect may well turn for inspiration to the incomparable examples of medieval architecture or to the delicate finesse of Sir Christopher Wren. His final results should be an atmosphere of spaciousness and unaffected beauty that might well command a feeling of mingled admiration and awe.

When the library becomes a separate wing or building, the architect has further possibilities of increasing his esthetic effect. There are the approach, the entrance and the architectural pile to consider. Although libraries have little in their functional needs that permit of balance, many of our designs attempt this solution. The problem seems easier when each room is designed in size to fit its own needs, and the whole gathered into an architectural composition. Towers are permissible in libraries, and those of college caliber may house regular or special stacks or offices.

This brings us to the fourth of the five essentials of library organization—suitable furniture. For convenience our topic may be divided into three parts: furniture art and durability; furniture and equipment mechanisms; arrangement.

The genuine artist-architect will be as interested in the furniture of his rooms as he is in the rooms themselves. Here, however, he is doomed to a disappointment, for ideals of durability and dustability have dictated most of the design out of current library furniture. Moreover, most of the companies have "standardized" on a "derby oak" finish, entirely unsuited artistically for library uses. Let us hope that between the architect, the educator and the general trend of the times, standard library furniture will soon grow out of its present case of "derby oak missionitis," and develop fittingly in color and design. Library furniture companies do have beautifully designed furniture in acceptable colors but they are still to be purchased at special prices only.

No one can criticize the construction or quality of finish used in manufacturing modern library furniture. On these two points manufacturing companies are to be highly commended. They are open to further congratulation for having upheld their quality in the face of competitive lines and of the cheap design and construction resorted to in other branches of furniture manufacture. No library can afford to purchase other than standard equipment.

The success of any library is largely dependent on the mechanics of its equipment. Standard

cards, drawer files, picture files, magazine racks, new book displays and reference cases are all the result of years of library experience. They are quiet, efficient and adapted to library demands. Shelving is of lasting quality as regards span, adjustable mechanism and interchangeableness. Steel stacks are designed to last indefinitely and to extend upwards as conditions demand.

Furnishing the Library

Perhaps it may be appropriate to list here the furniture ordinarily found in the high school library: steel or oak standard library wall shelving; steel stacks, reserve or otherwise; reference book shelves—encyclopedias, atlas, dictionary; magazine racks; bound magazine shelving; book and catalogue storage in the catalogue room, the mending room and the cataloguing room; special cases for expensive books, locked; reading tables, chairs and special provisions for pupils and faculty; repair and cataloguing tables; librarians' desks—an office desk, a consultation desk and a charging desk with a cash drawer, card file drawers and adequate charging and book receiving machinery; display facilities for new books, for collections in cases, for wall displays and for hall and library bulletin boards; catalogue drawers; mounted picture files; space for the book truck or trucks.

The spacing of chairs, tables and files is standardized and may be learned from any library furniture manufacturing company. The architect should show these items or their counterpart on his preliminary studies of the library.

The last major essential of a library we are to discuss is the reading material. It is not our purpose to do more than indicate its general character and the gross requirements necessary to house it properly. In a general way the material catalogued in a library will consist of books, magazines, bound magazines, newspapers, documents, dictionaries, encyclopedias, atlases and other reference books, newspaper clippings and mounted pictures. The major problem is one of shelving medium sized books. Because of the great diversity of subject matter and purpose, however, there are books of odd size within most of the major fields catalogued. For this reason some libraries prefer to standardize on ten-inch shelving. Most libraries, however, use eight-inch shelves for 70 or 80 per cent of the shelving provided.

We have already noted the need to provide space for from five to ten books per pupil. A small high school will often subscribe for from fifteen to twenty magazines and a large school for as many as fifty or sixty. Magazine display and bound and unbound magazine storage should be provided in proportion. Standard files for the other material listed are needed.

All of the principles discussed in this paper apply to all types and sizes of high school libraries. The manner of their application will vary with conditions, so that what is expressed as a room in large libraries may dwindle to an insignificant space in small ones. Because we believe the principles underlying library organization are constant, we have developed a checking list or score card for evaluating the areas or buildings occupied by high school or small college libraries. We have used the score enough to test its value in library diagnosis and planning. It is printed here.

Scientifically this score card may be open to serious criticism. It attempts to evaluate a great many items that may seem entirely too subjective to secure reliable judgments. However, once the functional needs and relationships of the library are admitted, understood and illustrated, a great deal that at first appears as subjective will become quite objective.

Score Card for Junior High, High School and High School-Junior College Libraries

I. Situation and Layout, 220

A. General Environment	30
1. Attractiveness	5
2. Nearness to fire risks, dust, noise, smoke, bad odors, etc.	8
3. Relation to natural breezes	7
4. Is relation of approach walks or connecting corridors good?	6
5. Adequacy of approach walks and halls	4
B. Library as Related to Public Service Rooms	40
1. Relation to toilets for each sex	10
2. Relation to hat and cloak facilities.	8
3. Vestibule or other baffle entrance.	6
4. Relation to stairways, entrances and public lifts	10
5. Adequacy of stairs, halls, entrances, etc.	6
C. Internal Relationships	100
1. Public circulation within the library room or rooms	50
2. Separation of staff and public areas or rooms	25
3. Interrelation of staff rooms or areas	19
4. Relation to delivery	6
D. Future Extension	50
1. Of main reading room	25
2. Of auxiliary areas	10

3. Of stacks 15

II. THE BUILDING, 225

A. The Type of Building..... 65
1. Durability of materials (foundation, walls, floors, roof and attic) 20
2. Adjustability of materials where future extensions may be needed. 10
3. Fireproofness of materials 20
4. Height of rooms and areas..... 15

B. Adaptability of Materials 45
1. Quiet floors and floor coverings .. 14
2. Acoustics 10
3. Sound penetration between working and reading areas..... 4
4. General adaptability of floors, wainscot and trim to cleaning.. 7
5. Wearability of floors, wainscots and trim 10

C. Natural Lighting of Rooms 45
1. Glass area 20
2. Source, position and distribution . 15
3. Light regulation 10

D. The Exterior Architecture 30
1. The landscaping 6
2. Art in the exterior approaches.... 4
3. The general color effect..... 5
4. The architectural pile 15

E. The Interior Design 40
1. Design refined and cultural..... 25
2. Colors suitable and harmonious.. 10
3. Harmony between built-in furniture and general design..... 5

III. SERVICE SYSTEMS, 180

A. Heating and Ventilation 65
1. The kind 25
2. Installation 15
3. Natural and mechanical ventilation 10
4. Distribution and regulation..... 10
5. Temperature control 5

B. Fire Protective Materials 25
1. Fire exits and escapes 12
2. Extinguishing apparatus 8
3. Fire doors and partitions 5

C. Cleaning System 20
1. Kind, installation and efficiency... 20

D. Artificial Light 25
1. Illumination and distribution 15
2. Control system 5
3. Fixture art and appropriateness.. 5

E. Electric Service 10
1. Book lift if needed 3
2. Interphone service if needed 2
3. Program bell service 5

F. Water and Gas 15
1. Drinking founts: adequacy, situation 4
2. Washing facilities: adequacy, sanitation 2
3. Water and sink for mending purposes 6
4. Gas and plate for mending purposes 3

G. Toilet Facilities 20
1. Adequacy and sanitation..... 15
2. Facilities for staff if needed 5

IV. LIBRARY ORGANIZATION PLANNING, 375

A. Functional Areas and Capacities 165
1. Adequate main reading area or room 35
2. Adequate shelving or stacks 20
3. Adequate reference area or room. 12
4. Adequate reserve book room or area 18
5. Adequate special material files and display 12
6. Adequate wall and display case .. 15
7. Adequate library classroom, or room available for this use 5
8. Seminar rooms, study rooms or stack carrels if needed..... 10
9. Faculty study rooms or areas 10
10. Adequacy of charging desk, devices and equipment 20
11. Adequacy of receiving room, and service to workrooms..... 8
12. Adequacy of librarian's office, cataloguing, ordering, mending and storage rooms or spaces 10

B. Supervision and Control 50
1. Ease of public room supervision .. 15
2. Ease of work space supervision .. 10
3. Availability of librarians for consultation 20
4. Adequacy of book control machinery 15

C. Service 85
1. Book availability in library..... 40
2. Special material availability 10
3. Availability of librarians for consultation 20
4. Book availability for classroom or departmental use 10
5. Book availability for faculty 5

D. Furniture 75
1. Durability of furniture and display. 30
2. Design, color and finish: furniture and display 20
3. Arrangement: furniture and display 20
4. Quality of furniture and display mechanical equipment 5

The total of the points allotted under the various headings is 1,000.

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